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AN EXPERIENCE IN READING FOR TEACHERS AND STUDENTS.

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DESCRIPTORS- *REMEDIAL READING PROGRAMS, *SUMMER WORKSHOPS, *INSERVICE PROGRAMS, *CULTURALLY DISADVANTAGED, *READING IMPROVEMENT, CHARLOTTE MECKLENBURG SUMMER READING PROGRAM, CHARLOTTE MECKLENBURG SCHOOLS, CHARLOTTE, NORTH CAROLINA,

A 6-WEEK SUMMER READING PROGRAM SPONSORED WITH THE AID OF FEDERAL FUNDS BY THE APPALACHIAN STATE TEACHERS COLLEGE AND BY THE CHARLOTTE-MECKLENBURG SCHOOL SYSTEM WAS CONDUCTED IN THE SUMMER OF 1966 IN CHARLOTTE, NORTH CAROLINA. THE PROGRAM WAS DESIGNED TO HELP 600 ELEMENTARY SCHOOL CHILDREN WITH READING PROBLEMS AND TO DEVELOP AN INSERVICE PROGRAM FOR TEACHERS WHO WISHED TO IMPROVE THEIR TEACHING TECHNIQUES WHILE EARNING 9 QUARTERS OR 6 SEMESTER HOURS OF GRADUATE CREDIT. EACH STAFF TEACHER WAS ASSIGNED TO HELP SIX INTERNING TEACHERS BY INTRODUCING THEM TO NEW IDEAS IN READING INSTRUCTION. FIFTY STAFF TEACHERS AND THEIR INTERNS WERE INVOLVED IN INSTRUCTION WHILE ANOTHER GROUP OF 50 TEACHERS AND THEIR INTERNS WORKED ON SELF-IMPROVEMENT, GUIDED STUDY, READING RESEARCH, AND PLANNING. PRETESTS, POST-TESTS, AND CONTINUOUS DIAGNOSIS OF THE CHILDREN'S DIFFICULTIES WERE EMPHASIZED. THE BASIC RESPONSIBILITIES OF EACH OF THE THREE SPONSORING AGENCIES, THE DUTIES AND QUALIFICATIONS OF THE STAFF PERSONNEL, AND THE PROGRAM'S DAILY SCHEDULE ARE OUTLINED IN THIS REPORT. ADDITIONAL INFORMATION CONCERNING THE CHARLOTTE-MECKLENBURG SUMMER READING PROGRAM MAY BE OBTAINED FROM THE DIRECTOR OF ELEMENTARY LANGUAGE ARTS, CHARLOTTE-MECKLENBURG SCHOOLS, CHARLOTTE, NORTH CAROLINA. THIS PAPER WAS PRESENTED AT THE INTERNATIONAL READING ASSOCIATION CONFERENCE (SEATTLE, MAY 4-6, 1967). (NS)

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AN EXPERIENCE IN READING FOR TEACHERS AND STUDENTS

Session II The Culturally Didadvantaged Reader
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How many benefits can be received from a summer reading program without sacrificing quality for quantity? How many agencies and individuals can benefit from an effective program in reading? In the summer of 1966, Charlotte, North Carolina was the scene of a unique summer reading program which was in its twelfth year of development.

The program was developed through the efforts of Dr. David Shepherd, now at Hofstra University, and Mr. Uberto Price of Appalachian State Teachers College, Boone, North Carolina. Dr. Shepherd and Mr. Price desired to train teachers in the teaching of reading and devised a program which would require the joint efforts of the Charlotte School System, of which Dr. Shepherd was reading director, and A.S.T.C., where Mr. Price was, and still is, the Director of Reading Services. The summer reading program has undergone many changes through careful study and evaluation, but remains basically the same as its originators designed it. This report is not of a crash program, hurriedly developed, but one that has proved effective over the years.

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PLANNING THE PROGRAM

Although this past summer program was jointly sponsored by federal funds, Appalachian State Teachers College, and the Charlotte-

Mecklenburg School System, the majority of the planning was the responsibility of the school system. Prior to beginning the program, the college and the federal agency had to approve the plans. Each institution involved in the program had basic responsibilities to the overall design. Without prompt attention to their specific tasks, any one agency could have harmed the program severely.

CONTRIBUTIONS TO THE PROGRAM

The major contribution of the federal agency was that of funds which, after approval of the plans, were delegated to the school system system to furnish:

1. Tuition and transportion for 300 underprivileged students.
2. Materials to be used by the scholarship students.
3. Tuition for specified interning teachers.
4. Assistant administrator to act as transportation director and guidance counselor.
5. Bus drivers who also aided the assistant administrator in minor duties.
6. A reading clinician.
7. Library aids who served as bus chaperones.
8. A secretary's aid.

The Elementary Language Arts Department of the school system through the funds received from tuitional students, not sponsored by federal funds, was to supply:

1. Administrative director.
2. Secretary.
3. Materials for non-scholarship students.

4. Adequate building facilities.
5. Buses normally used for schools during the regular term.
6. A special teacher for phonics classes to teach interning teachers during the enrichment period.
7. Book displays from major publishing companies.
8. Professional reading materials for extended study from the curriculum library.

Appalachian State Teachers College, under the supervision of its reading department, supplied:

1. The professional director.
2. Six nationally-known consultants.
3. Nine quarter hours or six semester hours of graduate credit for interning teachers upon successful completion of the program.
4. Professional reading materials from the college library.

The professional staff of the summer program was provided by the Elementary Language Arts Department of the school system with the approval of the college's reading department. The professional director of the program was chosen by the college with the approval of the school system.

Specific qualifications for each staff member were agreed upon by the two organizations directly involved with the program. Job descriptions were outlined in order to eliminate the possibility of overlapping or conflicting duties which would impede the progress of the program. The responsibilities and qualifications required of the staff personnel were as follows:

I. <u>Program Administrator</u>

A. Responsibilities

1. Assigning pupils to classes based on test results.

2. Assigning interning teachers to staff teachers.
3. Selecting and procuring materials for instruction of the students.
4. Working with the staff members and interning teachers to promote more effective methods of instruction.
5. Assuming the responsibility for financial matters and bookkeeping.
6. Arranging the schedule and housing facilities for the visiting consultants.

B. Qualifications Required

1. At least an A. B. degree from a recognized college.
2. At least three years' successful experience as a classroom teacher.
3. Successful completion of graduate courses in reading.
4. Previous experience in a similar summer reading program.
5. Strong background in reading instruction.
6. Participation in Education 571, "Field experiences in the Teaching of Reading" required by Appalachian State Teachers College.

II. <u>Professional Director</u>

A. Responsibilities

1. Continuous supervision of interning teachers and their staff supervisors.
2. Instruction of all interns in the daily seminars.
3. Assisting in daily planning of staff teachers and interning teachers.
4. Scheduling regular conferences with program administrator, clinician, administrative assistant, librarian, staff teachers, and parents.

B. The qualifications for the Professional Director are the same as those of the Program Administrator.

III. Visiting Reading Consultants

A. Responsibilities

1. Visiting classrooms and observing techniques and materials in use.
2. Conducting the seminars for interning teachers and staff members.
3. Suggesting ways of improving the caliber of instruction observed.
4. Reviewing and recommending professional materials which may be helpful to participants in the program.

B. Professional consultants are invited to the program in accordance with their individual talents in the field of reading. Consultants were scheduled in order to correlate their specialty with the overall design of the program. To date, all the consultants have been affiliated with a reading clinic in an outstanding college or university. Although there is added expense in procuring nationally known authorities, their attendance keeps the program abreast of new ideas and problems in education across the nation.

IV. Clinicians

A. Responsibilities

1. Administering and interpreting the various individual tests which are given in addition to the standardized placement tests. (Placement tests are administered in schools prior to closing for summer).
2. Consulting with interns and staff teachers concerning the

various test results and securing the aid of school psychologists when the need arises.

3. Recommending instructional techniques suitable for use with tested students who have special difficulties which may prevent them from progressing in the regular small group situations.
4. Consulting, when necessary, with interning teachers, staff teachers, psychologists, social workers, and parents in order to diagnose, investigate, and develop an appropriate program for a child in need.
5. Administering visual and audiometric tests with appropriate devices and interpreting the results of the tests.
6. Teaching staff teachers as well as interning teachers to administer specific tests and interpret the results. These tests do not include psychological tests which should be administered by trained personnel; it is the intent of this program to teach the use of any test which could be used by the classroom teacher in order to become a more effective teacher.

B. Qualifications of the Reading Clinician are the same as those of the professional director. In addition, the reading clinician must have had previous training and experience in a reading clinic as a clinician and diagnostician.

V. <u>Staff Teachers</u>

A. Responsibilities

1. Supervising the instruction of the children by the interning teachers.
2. Planning with interning teachers to improve instruction in the use of varied and applicable materials.

3. Conferring with the reading clinician as the need arises.
4. Demonstrating specific techniques in teaching small groups of children and developing ways to transfer the learned techniques to a self-contained classroom.
5. Attending daily seminar in order to promote personal professional growth and acting as a liaison person between the interning teachers and the professional director in order to clarify and extend the text of seminar lectures.
6. Insuring that the interning teachers meet the standards set by the cooperating college.
7. Referring interns to professional materials applicable to problem readers and matters of interest.
8. Familiarity with all instructional materials, equipment, games, and techniques proved effective for reading improvement.

B. Qualifications

1. At least an A. B. Degree from a recognized college.
2. At least three years of successful experience as a classroom teacher at the elementary level.
3. Participation in Education 571, "Field Experiences in the teaching of Reading," required by Appalachian State Teachers College.

Each year, new ways of working with children are used, new materials are brought into the program, new ideas in the teaching of reading are tried and for these reasons, personnel who have been associated with the program in the past are needed to evaluate and correlate the old with the new. Although new members have been added to staff at time of need, the

experienced teachers in the program have proved to be more effective. The staff teachers are chosen from the corrective reading teachers who work in the elementary schools during the regular year and who are familiar with the curriculum of the school system. These teachers form the backbone of the summer program; without their energy and enthusiasm the program could not be possible.

VI. Librarian

A. Responsibilities

1. Developing skills of oran expression and listening during the story hour for the children.
2. Supervising the selection of books by the pupils.
3. Instructing children in library skills.
4. Assisting staff and interning teachers in choosing suitable books for classroom and home reading.
5. Aiding interning teachers and staff teachers in choosing professional materials for extended study.
6. Helping to decide which professional books will benefit the program from past experiences in professional book circulation.

This program has benefited greatly from the services of the summer program librarian. She has been on the staff for four years and is an excellent resource person for consulting and assiting with the worthiness of professional reading materials in specific areas. A rotation program of persons to participate as the librarian is not feasible. An efficient, experienced librarian is of more benefit than a person who has the same qualifications nut has never been involved with the professional aspects of reading instruction.

B. Qualifications

1. Certification as an elementary librarian.
2. Experience in library work in local school system.
3. Previous experience in library work in local school system.
4. Displays a high interest in children's literature.
5. Excels in story-telling and expressive reading skills.
6. Experienced and competent in fitting a book's reading difficulty, format, and interest to the needs of a child.
7. Is familiar with bibliotherapy and can consult with interning teachers and parents in this all-important but neglected area of reading.

VII. Administrative Assistant

A. Responsibilities

1. Working with the local director of school transportation in arranging for adequate buses for pupils entitled to transportation to and from the reading center. (This group of students was composed only of those attending under federal funds).
2. Securing qualified bus drivers and orienting them to their duties and responsibilities.
3. Establishing bus routes and identifying convenient pick-up stations.
4. Supervising the bus drivers during the entire six weeks of the summer program.
5. Securing qualified parent chaperones for the students.

6. Serving as the liaison person between the reading program and the home in order to promote more interest in the program.
7. Arranging for bus drivers to vary their routes daily in order that scholorship pupils from deprived areas will have the opportunity to see their community and their country, probably for the first time.
8. Serving as the liaison person between the program and school-related personnel and organizations:
   a. Mecklenburg County Health Department
   b. The local school department of psychological services
   c. The local school department of social workers
   d. The local welfare department
   e. Family and children organizations
   f. The local organizations which provide free services for children with visual difficulties
9. Assisting the administrative director, as time permits.

This position was designed solely to aid the deprived children who were attending the program through federal grants. The children who paid tuition were not permitted the transportation and other free services under this aspect of the program. Federal financing made possible the employment of the Administrative Assistant and Reading Clinician, both of whose duties would have had to be absorbed by other personnel if the program had been entirely self-supporting.

B. Qualifications of Administrative Assistant

1. Several years experience in teaching, preferably with a background in the teaching of reading on the elementary level.

2. Knowledge of and previous relationships with school-related personnel and organizations.
3. Experience in counseling young people.
4. Previous experience in dealing with students and parents in geographic areas of deprivation.

VIII. Interning Teachers

The interning teachers who were certified teachers seeking nine quarter hours of graduate credit for certificate renewal or credit toward the master's degree were responsible for promoting the reading abilities of children in their care and in fostering their own professional growth. Each interning teacher was expected to cooperate with the staff teacher in making plans for each day's lesson, including selection and presentation of all materials based on the needs of the individual children within the group assigned to her. Each interning teacher was expected to diagnose the needs of each child under the direction of the staff teacher and feel free to call on the staff member for help if a need arose. Each interning teacher was responsible for referring children to the counselor or clinician. It was strongly emphasized throughout the summer session that all teachers were expected to develop a classroom atmosphere conducive to good learning and to insuring a child's success by allowing him to see the progress of his efforts. Furthermore, each interning teacher was directed to use the professional growth period and the enrichment period wisely. Each intern was required to become proficient in the use of individual testing devices and especially the Keystone Telebinocular Visual Screening machine. Not only were the interning teachers to follow the directions set forth by the staff members and professional consultants, but were also encouraged to explore ways for effective new methods of teaching. It was mandatory that each interning teacher attend the seminars and stimulate

personal growth through study and extensive professional reading in order to become better teachers in their given areas the following year. Plans were also made to encourage and allow each teacher to explore ways for effective reporting to parents in conferences and written reports.

OPERATION OF THE PROGRAM

For the duration of the six weeks, each staff teacher was assigned approximately six interning teachers. At each of the two daily periods, which were one hour and firty-five minutes in length, a teaching team worked with the children. Only one-half of the interns taught at one time. During the first period, while one-half of the interns were teaching, the other half were planning for the next day's lesson or participating in the professional growth or enrichment period. If a child was in need of individual attention,, a teacher was taken from the studying group to work in the capacity desired by the staff teacher or clinician. In this manner, individual differences were provided for without harming the routine of the other children who had been assigned to the group according to the original tests. Approximately twenty students were assigned to the staff teachers during each time period. The total program saw fifty teachers involved in a period of instruction with their respective staff teachers and pupils while the other fifty were involved in self-improvement, guided study, reading research, and planning. All work by the interns was supervised by the staff members whose roles were explained earlier.

The techniques and materials used in the summer program were not duplications of materials in the regular classrooms. The intent was to introduce the interning teachers to new ideas and to allow them to share their

ideas which had proved effective. The transfer of these ideas, it was hoped, would enable the teachers to individualize their classrooms the following year and share their experiences with fellow teachers. Pre- and post-testing, and continuous diagnosis of pupils was a must for this program and was constantly emphasized.

DAILY SCHEDULE

A daily schedule was designed to aid in the fulfillment of responsibilities of each participant.

7:30	Staff reports
7:45	Interning teachers report
8:00 - 9:45	First period of instruction
	A. One-half interns teaching
	B. One-half interns planning
9:45 -10:15	Break
10:15 - 12:00	Second period of instruction
	A. One-half interns teaching
	B. One-half interns planning
12:00 - 12:30	Lunch and planning
12:30 - 1:30	Supervised planning period with staff
1:30 - 2:30	Seminar by director or consultants
2:30	Interns dismissed
3:00	Staff dismissed

PURPOSE OF THE PROGRAM

The two major purposes of this program were: (1) to help children with problems in reading or who desired to increase their reading ability and (2) to develop an in-service program for teachers who wished to improve and sophisticate their techniques of reading instruction and/or who wished

to earn nine quarter (six semester) hours of graduate credit. With the advent of federal funds, the program no longer was forced to cater only to those students whose families could afford the tuition. Three-hundred of the six-hundred enrolled students were in attendance due to federal funds. Tuition ~~was~~ a portion of the interning teachers was financed by the federal agency. These teachers were volunteers from schools in deprived areas and were to return to the schools in the capacity of general consultants to share the knowledge and ideas which were gained in the summer school.

The summer program was designed to benefit the 600 elementary students by developing the following:

1. Better attitudes toward reading.
2. Efficient reading skills.
3. Increased self-motivation through successful experiences.
4. An awareness of the value of reading as a tool.
5. Insight into personal reading problems and exploration of methods to overcome specific content area difficulties.

Although the benefits for the students were a main concern, it is felt that when one-hundred teachers are trained in a practical approach to reading in a classroom atmosphere that the learned skills, if practiced, have an immeasurable impact on future instruction. It was the responsibility of each staff member of the program to aid the interning teachers in developing:

1. A deeper understanding of individual needs and differences.
2. A better knowledge of reading skills and effective methods for teaching the skills.
3. A knowledge of diversified materials which could aid an individual or group in reading.

4. A knowledge of diagnostic tools applicable to classroom use.
5. An understanding of flexible grouping techniques to gear instruction in specific skills where it is needed most in a group of children.
6. A complete knowledge of word attack skills and proper methods of teaching them according to the school system's curriculum.
7. A complete knowledge of phonetic elements and the relationship of phonics to other word attack skills.
8. A more effective method of counseling with and reporting to parents.

A public school system needs teachers who understand the reading curriculum used in that system. The system's program must be uniform and operate under specific guidelines if there is to be success. This does not mean that newer methods of reading instruction cannot be under experimentation; but, the total program must be under the control of the administration and understood by the teachers within the system. The larger a school system becomes, the greater the responsibility of the classroom teacher to adhere to the curriculum designed by the administration. In-service training to insure that teachers understand the policies set forth is an excellent method of communicating these ideas. By developing summer programs specifically to meet the needs of the school system, the system is rewarded by having more resource personnel in the school system who understand the program. These same teachers are much better prepared to understand reading at many levels rather than one or two levels with which they formerly were familiar. Training fifty teachers each year in a summer program slowly develops a strong core of personnel who can more effectively fulfill the needs of the school system.

SUMMARY

SUMMARY

A summer reading program as outlined in this report is no better than the personnel who plan it. It is no more dynamic than the enthusiasm of those who are in charge of its success. If a program is small, a more personal relationship of staff members to interning teachers is possible. A program, as reported here, with over fifty interning teachers has a tendency to loose its personality and offers less in the way of individual help to the interning teachers.

Too many administrative personnel with varying philosophies as to the correct approach to teaching reading can harm a program. Overemphasis on testing and not enough on teaching can cause serious problems in the teaching of the needed skills to the students. Too many academic and menial tasks required of the interning teachers may cause discontention. Care must be taken to waste no time which could cause the program to fall short of its goals. Steps must be taken to outline the goals of such a program and methods should be developed to achieve success. Roles must be established and adhered to in order that each person feels comfortable in the position to which he is assigned. Each school system developing such a program must pursue the design in such a way as to integrate its curriculum with the program in order for the gained knowledge to be useful. Interning teachers have no time for idealistic theory which can not be put into practice. An experience in reading for teachers and students should benefit teachers and students. Put their needs first and the experience will be rewarding.

AUTHOR'S NOTE

Additional information concerning the Charlotte-Mecklenburg Summer Reading Program may be obtained by writing Mr. James Suber, Director of Elementary Language Arts, Charlotte Mecklenburg Schools, Charlotte, North Carolina.